

Religious Education Programme of study: EYFS, KS1 and KS2

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p><u>Why is the word “God” special to Christians?</u> Things they find interesting, puzzling or wonderful & own experiences and feelings about the world. Re-tell stories, talking about what they say about the world, God, human beings. Think about the wonders of the natural world. How and when Christians may like to thank their Creator. What people do to mess up the world and what they do to look after it?</p> <p>Harvest Festival – Church – natural world - farming.</p>	<p><u>Why is Christmas special for Christians?</u> Talk about people who are special to them; say what makes their family and friends special to them. What happens at a traditional Christian festival (Christmas). Begin to recognise the word ‘incarnation’ as describing the belief that God came to Earth as Jesus. Re-tell religious stories making connections with personal experiences.</p> <p>Diwali – Similarities and differences in celebrations. Hannukah Christmas Nativity.</p>	<p><u>Being special: Where do we belong? (at least two religions)</u> Re-tell religious stories & make connections with own experiences. Occasions when things happened that made them feel special. What happens at a traditional Christian infant baptism and dedication. What happens when a baby is welcomed into a religion other than Christianity.</p> <p>Muslim/Hindu</p>	<p><u>Why is Easter special for Christians?</u> Re-tell stories connected with celebration of Easter; why Easter is a special time for Christians. Talk about ideas of new life in nature. Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., Make connections with signs of new life in nature. Talk about some ways Christians remember these stories at Easter.</p> <p>Holi Festival Easter.</p>	<p><u>Which places are specially valued and why?(at least two religions)</u> Talk about somewhere that is special to themselves, saying why. Recognize that some religious people have places which have special meaning for them. Talk about the things that are special and valued in a place of worship. Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God . Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church. Express a personal response to the natural world.</p>	<p><u>Which stories are specially valued and why?(at least two religions)</u> Talk about some religious stories. Recognise some religious words, e.g. about God. Identify own feelings in the stories they hear. Identify a sacred text e.g. the Bible or the Torah. Talk about some of the things these stories teach believers.</p>

Year Group	Autumn	Spring	Summer
Year 1	<p><u>What do Christians believe God is like?</u> <i>From NATRE</i></p> <p>Children find out what parables are, and that Christians believe these stories were told by Jesus to teach his followers about God. They learn about the parable of the Lost Son and what this story teaches many Christians about God, including God being loving and forgiving. Pupils think carefully about what it means for Christians to ask for forgiveness from God and the promise that people will be welcomed back into God's family. They also learn the story of Jonah and the Big Fish and find out about how many Christians put their beliefs into practice through worship.</p> <p>Vocabulary – God, creator, Jesus, Christian, Bible</p> <p><u>Why does Christmas matter to Christians? How and why do we celebrate special times?</u> <i>From NATRE</i></p> <p>Drawing from their knowledge from Foundation Stage, they will talk about the key events from the Christmas story in more detail. Pupils will find out about how Christmas is celebrated today and begin to consider which traditions are secular and which are religious. They will focus on religious artwork, saying how and why it helps Christians today to celebrate the key events from the story.</p> <p>Vocabulary – God, Jesus, Incarnation, Christmas, Gifts</p>	<p><u>Who is Jewish? What do they believe and how do they live?</u> <i>From NATRE</i></p> <p>In this unit, pupils will learn about Jewish worldviews and ways of life. They will learn about texts from the Torah and their importance for Jewish people today. They will find out about the mezuzah and the Shema prayer and what they mean for believers. Later in the unit, pupils will find out about Shabbat and Chanukah, discussing why Jewish people mark these times, what they learn from stories found in the Torah and why they are important today.</p> <p>Vocabulary – Moses, Passover, Torah, Synagogue, Star of David</p> <p><u>Why does Easter matter to Christians?</u></p> <p>Recognise that incarnation and salvation are part of a 'big story' of the Bible. Bible stories of Holy Week and Easter and links with the idea of salvation (Jesus rescuing people). How Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.</p> <p>Whether the story of Easter has anything to say to pupils about sadness, hope or heaven.</p> <p>Vocabulary – Easter, Jesus, Gospel, Cross, Empty Tomb</p>	<p><u>Who is Muslim what do they believe and how do they live?</u></p> <p>In this unit children will learn about Muslim worldviews and ways of life. They will learn about Muslim ideas of Allah, the Qur'an, the prophet Mohammad and their importance for Muslims today. They will find out about the five pillars of Islam, Subhan and what they mean to believers.</p> <p>Vocabulary – Allah, Muslim, Islam, Prophet, Qur'an</p> <p><u>How and why do we celebrate Significant Times? What makes some celebrations sacred to believers? (Christian, Jewish, Muslim) What makes some places significant? What makes some places sacred to believers?</u> Recognise a special time pupils celebrate. Explain what celebration means. Name at least three different religious festivals, giving two facts about each one Identify a belief that connects to a festival. Examples of the ways a festival makes a difference, e.g. to emotions, to families. Suggest a meaning for some symbols used in the celebrations e.g. light, water. Talk about links between how people celebrate today and old stories.</p> <p>Notice simple similarities: special or sacred food, music, stories, gatherings prayers or gifts.</p>

<p>Year 2</p>	<p><u>What can we learn from Sacred Books and stories?</u> <u>(Bible, Torah, Qur'an)</u> Recognise that sacred texts contain stories which are special to many people and should be treated with respect. Identify at least three symbols of respect used by members of a religion when they use their holy book. Recognise how different religions express their respect for their scriptures. Give simple examples of 'hidden messages' in faith stories, or wise sayings. Ask questions about messages within sacred texts and the values, behaviour and attitudes of people. Suggest feelings and reactions of characters at key points in faith stories, and suggest meanings in the stories.</p> <p><u>How and why do we celebrate Significant Times? What makes some celebrations sacred to believers? (Christian, Jewish, Muslim)</u> Recognise a special time pupils celebrate. Explain what celebration means. Name at least three different religious festivals, giving two facts about each one Identify a belief that connects to a festival. Examples of the ways a festival makes a difference, e.g. to emotions, to families Suggest a meaning for some symbols used in the celebrations e.g. light, water. Talk about links between how people celebrate today and old stories. Notice simple similarities: special or sacred food, music, stories, gatherings prayers or gifts.</p>	<p><u>How do we show we care for others? Why does it matter?(Christian, Jewish, Muslim, non-religion)</u></p> <p>Identify a story/ text that says something about each person being unique and valuable. Give an example of a key belief (e.g. God loves all people). How people show that they care for others (e.g. by giving to charity) & how religious teaching encourages care for other people. Think about what difference believing in God makes to how people treat each other. Give reasons why everyone (religious and non-religious) should care for others.</p> <p><u>How do we show we care for the Earth? Why does it matter?(Christian, Jewish, Muslim, non-religion)</u></p> <p>Identify a story/text that says something about the beautiful Earth. Give an example of a key belief in one of these stories (e.g. God loves the world because it is God's creation). Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world. How people show that they care for the Earth, making a link to a creation story. Give examples and say why Christians and Jews can show care for the Earth. What difference believing in God makes to how people treat the natural world.</p>	<p><u>Who is an inspiring person? What stories inspire Christian, Muslim, non-religion and Jewish people?</u></p> <p>Identify people from religions who are admired as good followers of God. Describe stories told by and about special people. Why some people inspire other. The characteristics in inspiring people in religions, local leaders & people who influence pupils themselves. Different ways leaders are admired in different religions. Talk about: Who inspires me.</p> <p><u>What is the "good news" Christians believe Jesus brings?</u></p> <p>Tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news' (what Bible texts such as the story of Matthew the tax collector) mean to Christians). Recognise that Jesus instructs people about how to behave. Ways in which Christians follow the teachings studied about forgiveness and peace and bringing good news to the friendless. How Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession). Whether Jesus' 'good news' is only for Christians, or if there are things for anyone to learn about how to live.</p>
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Year 3	<p><u>Where, how and why do people worship? (Christian, Jewish, Muslim)</u> How key actions, features and artefacts help people worship in different religions. The belief that worship can bring peace, comfort or challenge. Make connections between sacred texts and the ways believers worship today. Describe how they show devotion in different religions. Why believers value worship & express own ideas about the meaning and value of worship.</p> <p><u>Why do some people think life is like a journey? (Christian, Jewish, Muslim, non-religion)</u> Identify beliefs about love, commitment and promises. The meaning and importance of ceremonies of commitment for religious and non-religious people today.</p>	<p><u>What is the "Trinity" and why is it important to Christians?</u> Recognise what a 'Gospel' is and give an example of the kinds of stories it contains What texts about baptism and the Trinity mean. What these texts mean to some Christians today. Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live. Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like.</p> <p><u>Why do Christians call the day Jesus died "Good Friday?"</u> Recognise the word 'salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live.</p>	<p><u>What kind of world did Jesus want?</u> Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus. Links between the calling of the first disciples and how Christians today try to follow Jesus ('fishers of people'). What Jesus' actions towards outcasts mean for a Christian How Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways. Make links between the importance of love in the Bible stories studied and life in the world today.</p> <p><u>How do festivals and family life show what's important to Jewish people?</u> Jewish beliefs about God, sin and forgiveness. Make links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people. The meaning of the Exodus story for Jews today. Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals). How Jews show their beliefs through worship in festivals, both at home and in wider communities. Whether it is good for Jews and everyone else to remember the past and look forward to the future. The value of personal reflection, saying 'sorry',</p>

			being forgiven, being grateful, and seeking freedom and justice in the world today.
Year 4	<p><u>How is faith expressed in Hindu communities and traditions? (First unit that covers Hindu)</u></p> <p>Identify the terms ‘dharma’, ‘Sanatan Dharma’ and ‘Hinduism’ and say what they mean. Make links between Hindu practices and the idea that Hinduism is a whole ‘way of life’ (dharma). How Hindus show their faith within their families in Britain today (e.g. home puja) & within their faith communities (e.g. arti and bhajans at the mandir; in festivals such as Diwali).</p> <p>What is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society.</p> <p><u>How is faith expressed in Sikh communities and traditions?(First unit that covers Sikh)</u></p> <p>Key Sikh beliefs and values including Waheguru and Sewa. Explain examples of texts such as the Mool Mantar. Consider the belief that all humans are equal to God. Connections between sacred texts and practice, e.g. in provision of food and care for those ‘left out’.</p> <p>How people show their Sikh identity in dress, behaviour and values. What it means to live a good life and examine Sikh answers.</p> <p>Make links between own ideas and values and those held dear in Sikh communities.</p>	<p><u>How do festivals and worship show what's important to Muslim people?</u></p> <p>Beliefs about God in Islam, expressed in Sura 1 of the Qur’an. Make clear links between beliefs about God and ibadah (e.g. how God is worth worshipping; how Muslims submit to God). Ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) & what they involve. Links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque). The value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslim. The Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today.</p> <p><u>For Christians what was the impact of Pentecost?</u></p> <p>The story of Pentecost and Christian beliefs about the ‘kingdom of God’ on Earth. What the events of Pentecost in Acts 2 might mean. What Pentecost means to some Christians now Make links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God and how Christians live now.</p>	<p><u>What are the deeper meanings of religious festivals? (Jewish, Muslim, non-religion, Sikh, Hindu)</u></p> <p>Six aspects of celebration Describe how festivals from three religions are celebrated. Explain texts and stories which lie behind the festivals in terms of the values and beliefs they show. Consider the belief that God is at work in human life, and stories which show this should be celebrated. Make simple connections between sacred texts and the practice of religious festivals today. Describe how people show devotion to God and commitment to key values in their festivals. Identify similarities, differences and generalities in relation to the festivals they study. What is worth celebrating and why? Make links between different religions, which all celebrate the triumph of goodness over evil.</p> <p><u>How and why do people try to make the world a better place? (Christian, Sikhs, Muslim, non-religion)</u></p> <p>Why the world is not always a good place (e.g. Christian ideas of sin). Religious beliefs and teachings and why people try to live and make the world a better place. Teachings about how to live and ways in which people try to make the world a better</p>

	<p>The importance of values such as equality, community, tradition and respect.</p>	<p>How Christians show their beliefs about the Holy Spirit in worship. Make links between ideas about the kingdom of God in the Bible and what people believe about following God today.</p>	<p>place (e.g. Tikkun Olam and the charity Tzedek). Describe some examples of how people try to live (e.g. individuals and organisations). Identify some differences in how people put their beliefs into action. Why the world is not always a good place, and the best ways of making it better. Make links between some commands for living from religious traditions, nonreligious worldviews and pupils' own ideas. Express own ideas about the best ways to make the world a better place, making links with religious ideas studied.</p>
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